

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some literature reviews related to the study namely: lesson plan, function of lesson plan, advantages of lesson plan and teacher's problem in arranging lesson plan. Each point is explained as below:

2.1 Lesson Plan

Lesson plan is a teacher prediction about all of the activities that will be done in teaching learning process (Mulyasa, 2006). It means that lesson plan is a guideline of teaching learning activities which is made by the teacher in order to help him/herself in teaching. For some teachers, planning all the activities that will be done in the class is the important thing that cannot be left, because a good teaching learning process will not happen without a good planning.

2.1.1 Definition of Lesson Plan

Farrell (as quoted in Nesari and Heidari, 2014) define a lesson plan as a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher's thoughts about what will be covered during a lesson. Another definition of lesson plan according to Spratt (2014) is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Mulyasa (2006) also describes that lesson plan is an outline about what will be done by teacher and students during the learning process, starting from the first meeting up to several meetings. To summarize, lesson plan is a unit, a series and an outline of teacher's

plan about all the learning activities that will be done by the teacher and students in the class.

2.1.2 Component of Lesson Plan

Thohir (as cited in Purwanto, 2009) states that the main components of lesson plan are:

1. Goal (s): the goals of the lesson.
2. Objectives: What the students gain from the lesson.
3. Material equipment: What the teacher takes/arranges to have in the classroom.
4. Procedures: It contains (1) opening, (2) sequencing (pre-teaching, whilst teaching, and post teaching).
5. Time allocation. It is based on the need to achieve the basic competency and learning load by considering the time of subject study that is already available on the syllabus and the basic competence which must be achieved.
6. Closure: It serves (1) what has been learned, integrate and review of the lesson (3) prepare students for further learning.

Based on some points above, the existence of those components in the lesson plan is really necessary, because all of that components can show each part of the lesson plan and it can be used as reference for teacher in designing lesson plan.

2.1.3 Process of Developing Lesson Plan

Mulyasa (2009) states that teacher should make a lesson plan in every situation and condition, it is because lesson plan is a learning guideline. It means that lesson plan is important to design, because it is the reminder for the teacher

about what he/she has to prepare, what he/she will bring and what he/she will do in the class. Mulyasa (2006) defines some processes of developing lesson plan as follows:

1. Fill the identity column.
2. Decide the time allocation that required for a meeting that has been set.
3. Determine the basic competence and indicator that will be used and it has been arranged in the syllabus.
4. Formulate the learning objective based on basic competencies and indicator that have been decided.
5. Identifying the standard material based on the subject matter which is contained in the syllabus. The standard material is a description of the subject matter.
6. Determine the learning method that will be used.
7. Formulate the learning procedures that consists of pre-teaching, whilst teaching and post teaching.
8. Determine the learning resources that will be used.
9. Arrange the assessment criteria and scoring technique.

Those processes above are designed to ease the teacher in making a good lesson plan as a guidance. Moreover, all the things that should be arranged in the lesson plan have been in detail in those processes.

2.1.4 Types of Planning

Mulyasa (2008) states that there are two types of planning as follows:

1. Long-range planning.

Long-range planning is a comprehensive planning in which visible activity that has been planned by the teacher for one semester.

2. Short-range planning

Short-range planning or daily lesson plan is a detail written account of the activities that will be done by a teacher and students in teaching learning process.

Based on two points above, it can be concluded that planning has two types' namely long-range plan and short-range plan. The difference between these types is the content, where long-range planning describes the activities in general for one semester and short-range planning describes the activities in detail for every meeting, it is start from the opening until the closure.

2.2 Function of Lesson Plan

Nurdin (2005) states that there are four functions of lesson plan namely:

- a. To decide the teaching and learning activities. It means that before the teacher is going to teach, he/she has to decide a good material, simple instruction and good activities for students, so that they will interest and enjoy with the learning process.
- b. To give the content and the goal. It means that the teacher not only prepares a good material but also looks for the material which has a good content and goal that he/she will give to the students in the class.
- c. To decide the way to get the goal that has been appointed. It is still not enough when the teacher finds the material with good content and goal. It is because teacher has to decide the best way to reach the goal that he/she has been chosen.

- d. To measure how far the goals has been reached and what are the steps that should be done if the goal has not been reached yet. When teacher teaches with lesson plan, he/she will get feedback from that activities about what is missed out on his/her planning. So the teacher will make the correction of that learning process and next he/she will try to find the best way to reach the goal of that learning.

In conclusion, lesson plan has some functions for teacher. First, he/she has enough time to decide and prepare everything for teaching. Second, teacher can give good directions for the students during the class. The last, teacher will get a feedback from that activities about what has done in the class and what is missed out on his/her planning.

2.3 Advantages of Lesson Plan

Wina (as quoted in Prastowo, 2015) defines that there are four advantages of lesson plan as follows:

1. A good planning

The teacher who has a good lesson plan will get more success in teaching learning process. It is because he/she has predicted all the activities that will be done in the class clearly, especially in deciding the goal of the lesson that the students will reach.

2. As a tool to solve the problem

As a good planner, teacher can predict some difficulties that students will face in learning some of specific materials. So, by making a good plan the

teacher will be able to anticipate some problems that might come up in the class. Teacher also should realize that teaching is a complex process and everything is possible to happen in the class. Therefore, making a lesson plan is one of an important thing that teacher has to prepare before he/she is going to teach.

3. Utilize some resources appropriately

Several years ago teacher might only use the book as a source, but in this modern era with good technology, teacher can also use the technology to find informations or materials that he/she needs. In fact, teacher is allowed to use any kinds of resources that can help him/herself to search everything that he/she needs to use in teaching.

4. Gaining a systematic teaching learning process

When the teacher teaches with a plan, the learning process will be applied directed and organized. So, the teacher will be focused on every step and all the activities that he/she has arranged in lesson plan.

To summarize, all the advantages that has been mentioned above, actually provide the advantages for two people. First, the advantage for teacher is making a good lesson plan will help he/she more ready to teach the students, because he/she has prepared and predicted all the learning activities. The last, the advantage for students is gaining the interesting and meaningful learning. Moreover, students can be more focus to follow the teaching learning process, because the teacher will teach directionally based on his/her lesson plan.

2.4 The Issue of Teacher's Problems and Solutions in Arranging Lesson Plan

In teaching learning process, the teacher is directly responsible for the success of the learning process in the class. Therefore, the teacher has to make a lesson plan in order to predict and arrange all the activities that will be done in the class.

Heriaddon and Manurung (2016) state that there are some difficulties that teacher faced in designing a lesson plan namely, formulate learning objective, determine learning method, looking for learning sources and determine learning media. It means that there is a problem that teacher finds in designing lesson plan, but by making lesson plan teacher can formulate the goal, allot the time with the material and arrange the steps of learning activities. In lesson plan all the activities is arranged systematically with the expectation the learning objectives can be achieved, so it can improve the student learning outcomes. Therefore, before the teacher is going to teach he/she should design the lesson plan as good as possible, because in the lesson has been presented the procedures of learning that will make the learning process run well.

Rahmawati (2014) defines that there three solutions that headmaster offers for the teacher in order to help the teacher to solve his/her problem in arranging lesson plan. First, holding the workshops for the teacher about how to arrange a lesson plan, especially to guide the teachers who do not yet have skills in arranging the lesson plan. It means that the headmaster should help the teacher who faces some difficulties in arranging lesson plan by making workshop. It will give the useful input or understanding for the teacher how to arrange a good lesson plan,

because in workshop the teacher will try how to make a lesson plan after he/she gets the material or the steps how to make it. Second, give an opportunity for the teacher to look for the reference about how to arranging a good lesson plan in internet or book. It means that the headmaster allows the English teacher to look for the other references about how to make a lesson plan in internet or book. Third, carrying out the continuous coaching to the teacher in arranging the lesson plan. It means that the headmaster not only coaching the teacher in arranging lesson plan for once or twice but also in continuous coaching until the teacher successes in making a good lesson plan.

In conclusion, those three solutions should give to the English teacher who finds some difficulties in making the lesson plan. It is because that solutions can help the teacher to solve his/her problem when he/she arranges a lesson plan.